July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 5

Test Date: March 2009
Code: 11991487
SAU: MSAD 05
School: South School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

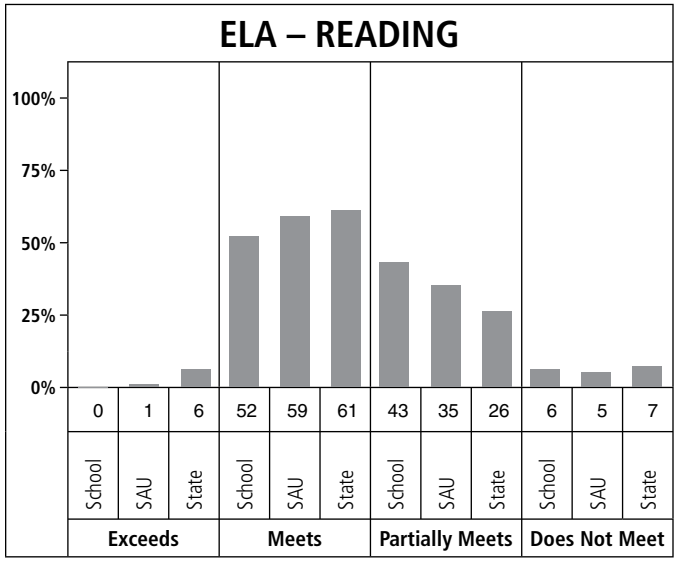
Topic	*Page*
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results.	7-9
Science Results	10-12

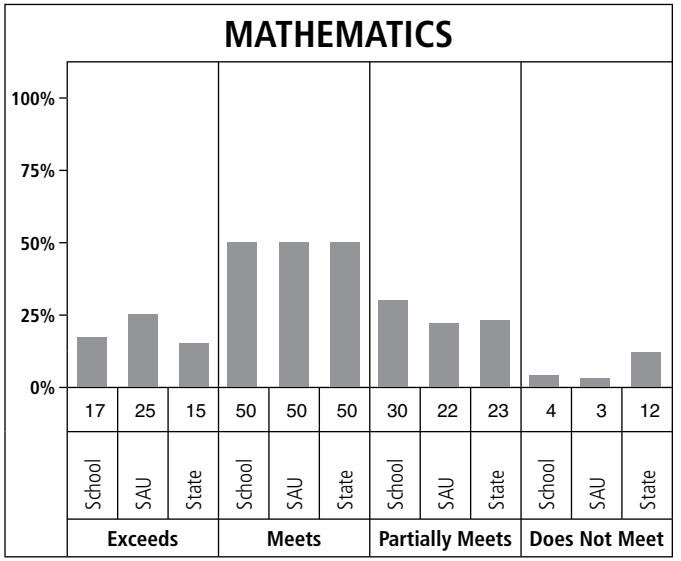
SUMMARY OF SCORES

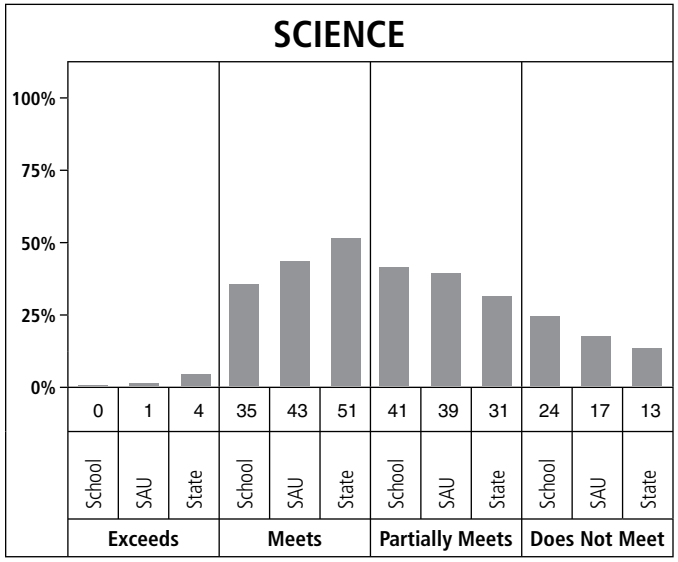
Test Date: March 2009
Grade: 5
SAU: MSAD 05
School: South School

Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	542	544	544
2007–2008	541	543	545
2008–2009	**543**	**545**	**546**
Cum. Avg.*	542	544	545
Mathematics			
2006–2007	547	549	546
2007–2008	545	548	546
2008–2009	**548**	**551**	**547**
Cum. Avg.*	546	549	546
Science			
2008-2009 **	**538**	**540**	**543**







*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.
**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: MSAD 05
School: South School

CATEGORY OF PARTICIPATION

Enrollment[1] during testing window

	School		SAU		State	
	n	%	n	%	n	%
Total number of students	54	100	88	100	14212	100
Ethnicity African American/Black	0	0	1	1	397	3
American Indian or Native Alaskan	0	0	0	0	110	1
Asian or Pacific Islander	0	0	0	0	259	2
Hispanic	1	2	1	1	175	1
Caucasian/White	53	98	86	98	13271	93
Not Reported	0	0	0	0	0	0
Identified disability	8	15	9	10	2479	17
Current LEP	0	0	0	0	374	3
Economically disadvantaged	34	63	43	49	5848	41
Migrant	0	0	0	0	8	0

CONTENT AREA PARTICIPATION[2]

	ELA–Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	54	100	88	100	14135	100	54	100	88	100	14144	100	54	100	87	99	14137	100
Ethnicity African American/Black	0	0	1	100	388	98	0	0	1	100	393	99	0	0	1	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	1	100	1	100	172	99	1	100	1	100	172	99	1	100	1	100	173	99
Caucasian/White	53	100	86	100	13212	100	53	100	86	100	13211	100	53	100	85	99	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	8	100	9	100	2454	100	8	100	9	100	2455	100	8	100	9	100	2451	99
Current LEP	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	34	100	43	100	5815	100	34	100	43	100	5819	100	34	100	42	98	5812	100
Migrant	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION[3]

	ELA–Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	46	85	79	90	10849	76	46	85	79	90	10872	76	46	85	78	89	10976	77
Identified disability (PET/IEP)	0	0	0	0	298	3	0	0	0	0	307	3	0	0	0	0	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	8	15	9	10	3122	22	8	15	9	10	3124	22	8	15	9	10	3019	21
Identified disability (PET/IEP)	8	100	9	100	1992	64	8	100	9	100	2000	64	8	100	9	100	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	0	0	0	0	907	29	0	0	0	0	886	28	0	0	0	0	826	27
Participation through alternate assessment (PAAP)	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	1	1	55	0

[1]Percents are the percentage of students enrolled in each participation category.
[2]Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
[3]Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 05
School: South School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in English language arts – reading.		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	0	0	0	0	702	5
	2007-2008	1	1	2	2	659	5
	2008-2009	**0**	**0**	**1**	**1**	**836**	**6**
	Cum. Total*	1	1	3	1	2197	5
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	29	52	49	57	7730	55
	2007-2008	36	49	58	53	8195	58
	2008-2009	**28**	**52**	**52**	**59**	**8495**	**61**
	Cum. Total*	93	51	159	56	24420	58
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	21	38	31	36	4182	30
	2007-2008	28	38	40	37	3800	27
	2008-2009	**23**	**43**	**31**	**35**	**3667**	**26**
	Cum. Total*	72	39	102	36	11649	28
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	6	11	6	7	1419	10
	2007-2008	8	11	9	8	1362	10
	2008-2009	**3**	**6**	**4**	**5**	**973**	**7**
	Cum. Total*	17	9	19	7	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**48**	**100**	28.5	59.4	30.0	62.5	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	13.8	57.5	14.6	60.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	14.7	61.3	15.5	64.6	15.8	65.8

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA-READING RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 05
School: South School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	0	0	28	52	23	43	3	6	543	88	1	59	35	5	545	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										1						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	1										1						166	4	54	32	10	543
Caucasian/White	53	0	0	27	51	23	43	3	6	542	86	1	58	36	5	544	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	1	13	5	63	2	25	534	9	0	11	56	33	533	2290	0	29	47	23	537
No	46	0	0	27	59	18	39	1	2	544	79	1	65	33	1	546	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	54	0	0	28	52	23	43	3	6	543	88	1	59	35	5	545	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	34	0	0	12	35	19	56	3	9	540	43	0	35	56	9	540	5716	2	51	35	12	542
No	20	0	0	16	80	4	20	0	0	547	45	2	82	16	0	548	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	54	0	0	28	52	23	43	3	6	543	88	1	59	35	5	545	13963	6	61	26	7	546
Gender																						
Female	35	0	0	19	54	14	40	2	6	543	55	0	65	31	4	545	6882	8	62	24	6	547
Male	19	0	0	9	47	9	47	1	5	542	33	3	48	42	6	543	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	19	0	0	7	37	11	58	1	5	540	28	0	32	61	7	540	1914	1	41	44	14	540
No	35	0	0	21	60	12	34	2	6	544	60	2	72	23	3	547	12057	7	64	23	6	547
Gifted/talented program																						
Yes	1										1						450	26	72	2	0	557
No	53	0	0	27	51	23	43	3	6	542	87	1	59	36	5	544	13521	5	60	27	7	545

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

ELA-READING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 05
School: South School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										1	0	100	0	0	554	4	2	40	34	24	540
B. less than one hour	81	0	0	23	52	18	41	3	7	542	80	1	60	33	6	544	70	6	63	26	6	546
C. one to two hours	17	0	0	5	56	4	44	0	0	545	16	0	57	43	0	545	24	7	61	26	6	546
D. more than two hours	2	0	0	0	0	1	100	0	0	534	2	0	50	50	0	541	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	46	0	0	13	52	11	44	1	4	544	48	2	64	31	2	547	36	10	67	18	5	549
B. good	39	0	0	10	48	9	43	2	10	541	39	0	53	38	9	543	47	5	62	27	6	546
C. fair	15	0	0	5	63	3	38	0	0	543	13	0	64	36	0	543	15	2	47	40	12	541
D. poor	0										0						2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	20	0	0	7	64	4	36	0	0	546	37	3	75	22	0	549	31	9	65	20	5	548
B. They match some of what I have learned.	65	0	0	18	51	14	40	3	9	542	53	0	54	39	7	542	55	5	63	27	5	546
C. They match just a little of what I have learned.	13	0	0	2	29	5	71	0	0	542	9	0	25	63	13	540	10	3	45	38	14	542
D. There is no match.	2	0	0	1	100	0	0	0	0	542	1	0	100	0	0	542	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	20	0	0	4	40	5	50	1	10	540	12	0	40	50	10	540	16	3	49	32	15	542
B. about the same as my regular schoolwork	59	0	0	16	53	12	40	2	7	542	69	2	60	33	5	545	64	7	63	25	5	547
C. easier than my regular schoolwork	22	0	0	8	73	3	27	0	0	547	19	0	81	19	0	548	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	11	0	0	1	17	4	67	1	17	536	9	0	13	75	13	537	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	49	0	0	13	50	11	42	2	8	542	44	0	53	39	8	543	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	40	0	0	13	62	8	38	0	0	545	47	3	75	23	0	548	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	24	0	0	6	46	7	54	0	0	543	24	0	62	38	0	545	20	10	64	21	5	548
B. 20 minutes to an hour	52	0	0	16	57	10	36	2	7	542	57	2	64	30	4	545	56	7	65	24	5	547
C. less than 20 minutes	15	0	0	3	38	4	50	1	13	543	10	0	44	44	11	544	10	3	52	33	12	543
D. I rarely read at home.	9	0	0	3	60	2	40	0	0	542	8	0	43	43	14	539	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	44	0	0	11	46	11	46	2	8	542	31	0	44	44	11	541	25	3	53	33	11	543
B. six to ten pages	31	0	0	11	65	6	35	0	0	544	26	0	64	36	0	544	26	6	61	26	7	546
C. eleven or more pages	24	0	0	6	46	6	46	1	8	542	43	3	68	27	3	548	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
B.	0										67	0	100	0	0	549						
C.	100	0	0	0	0	1	100	0	0	538	33	0	0	100	0	538						
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 05
School: South School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in mathematics.		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	8	14	12	14	1711	12
	2007-2008	8	11	17	16	1617	12
	2008-2009	**9**	**17**	**22**	**25**	**2119**	**15**
	Cum. Total*	25	14	51	18	5447	13
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 542–560)	2006-2007	33	59	54	63	6778	48
	2007-2008	40	55	61	56	7284	52
	2008-2009	**27**	**50**	**44**	**50**	**7046**	**50**
	Cum. Total*	100	55	159	56	21108	50
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	8	14	12	14	3884	28
	2007-2008	15	21	19	17	3341	24
	2008-2009	**16**	**30**	**19**	**22**	**3193**	**23**
	Cum. Total*	39	21	50	18	10418	25
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	7	13	8	9	1683	12
	2007-2008	10	14	12	11	1778	13
	2008-2009	**2**	**4**	**3**	**3**	**1638**	**12**
	Cum. Total*	19	10	23	8	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**48**	**100**	26.1	54.4	27.8	57.9	25.5	53.1
A. Number	**18**	**38**	10.3	57.2	11.3	62.8	9.8	54.4
B. Data	**10**	**21**	5.1	51.0	5.3	53.0	5.2	52.0
C. Geometry	**10**	**21**	4.8	48.0	4.9	49.0	4.7	47.0
D. Algebra	**10**	**21**	5.9	59.0	6.3	63.0	5.7	57.0

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

MATHEMATICS RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 05
School: South School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	9	17	27	50	16	30	2	4	548	88	25	50	22	3	551	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										1						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	1										1						166	9	43	31	17	543
Caucasian/White	53	9	17	26	49	16	30	2	4	548	86	26	49	22	3	551	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	2	25	5	63	1	13	537	9	0	22	56	22	536	2307	3	32	32	33	536
No	46	9	20	25	54	11	24	1	2	550	79	28	53	18	1	553	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	54	9	17	27	50	16	30	2	4	548	88	25	50	22	3	551	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	34	2	6	17	50	13	38	2	6	543	43	7	51	35	7	544	5731	7	46	29	18	542
No	20	7	35	10	50	3	15	0	0	557	45	42	49	9	0	557	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	54	9	17	27	50	16	30	2	4	548	88	25	50	22	3	551	13988	15	50	23	12	547
Gender																						
Female	35	6	17	18	51	10	29	1	3	549	55	25	53	20	2	552	6889	14	51	23	12	546
Male	19	3	16	9	47	6	32	1	5	548	33	24	45	24	6	549	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	19	1	5	9	47	7	37	2	11	544	28	4	50	36	11	543	1918	3	39	36	22	539
No	35	8	23	18	51	9	26	0	0	551	60	35	50	15	0	555	12078	17	52	21	10	548
Gifted/talented program																						
Yes	1										1						450	64	34	2	0	564
No	53	8	15	27	51	16	30	2	4	548	87	24	51	22	3	551	13546	14	51	23	12	546

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 05
School: South School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										1	0	100	0	0	548	4	8	38	26	28	539
B. less than one hour	81	8	18	23	52	12	27	1	2	549	80	27	53	17	3	552	70	15	52	23	10	547
C. one to two hours	17	1	11	4	44	3	33	1	11	546	16	14	43	36	7	547	24	15	51	23	11	547
D. more than two hours	2	0	0	0	0	1	100	0	0	534	2	50	0	50	0	548	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	24	5	38	7	54	1	8	0	0	558	30	46	46	4	4	558	34	28	50	14	8	552
B. good	46	3	12	14	56	8	32	0	0	548	48	21	60	19	0	551	45	11	54	24	10	546
C. fair	20	1	9	4	36	5	45	1	9	542	16	7	36	50	7	542	18	3	45	33	19	540
D. poor	9	0	0	2	40	2	40	1	20	538	6	0	40	40	20	538	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	28	2	13	8	53	5	33	0	0	548	40	26	57	17	0	552	38	22	52	19	7	550
B. They match some of what I have learned.	50	5	19	15	56	7	26	0	0	551	44	26	53	21	0	553	48	12	53	24	11	546
C. They match just a little of what I have learned.	22	2	17	4	33	4	33	2	17	543	16	21	29	29	21	543	11	6	40	30	24	540
D. There is no match.	0										0						3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	26	2	14	4	29	8	57	0	0	544	20	29	24	47	0	548	17	7	42	30	21	540
B. about the same as my regular schoolwork	55	4	14	16	55	7	24	2	7	548	59	18	59	18	6	550	64	15	53	23	10	547
C. easier than my regular schoolwork	19	3	30	6	60	1	10	0	0	556	21	44	50	6	0	558	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	2	0	0	1	100	0	0	0	0	542	3	0	67	0	33	540	7	6	39	27	27	539
B. 30–45 minutes	20	1	9	7	64	2	18	1	9	548	20	12	65	18	6	549	28	9	49	28	15	544
C. 45–60 minutes	19	2	20	5	50	3	30	0	0	547	29	44	44	12	0	556	41	17	53	21	9	548
D. more than 60 minutes	59	6	19	14	44	11	34	1	3	549	48	21	48	29	2	550	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	31	0	0	9	53	7	41	1	6	542	20	0	53	41	6	542	6	14	43	24	20	543
B. two or three days a week	41	5	23	14	64	3	14	0	0	554	43	24	62	11	3	554	24	17	52	21	10	548
C. two or three times each month	24	4	31	3	23	5	38	1	8	547	29	40	32	24	4	552	33	17	52	21	9	548
D. never or almost never	4	0	0	1	50	1	50	0	0	541	9	38	50	13	0	553	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	28	3	20	9	60	3	20	0	0	550	37	22	59	16	3	552	23	13	47	26	15	545
B. two or three days a week	43	5	22	14	61	4	17	0	0	552	38	27	61	12	0	553	31	17	52	21	10	548
C. two or three times each month	17	1	11	2	22	5	56	1	11	542	16	36	21	36	7	550	27	17	52	21	10	548
D. never or almost never	13	0	0	2	29	4	57	1	14	537	9	13	25	50	13	541	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	0										67	0	100	0	0	555						
C.	100	0	0	0	0	1	100	0	0	540	33	0	0	100	0	540						
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 05
School: South School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in science.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	0	0	1	1	626	4
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	19	35	37	43	7187	51
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	22	41	34	39	4364	31
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	13	24	15	17	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	**48**	**100**	25.7	53.5	27.4	57.1	29.2	60.8
D. The Physical Setting	**24**	**50**	11.1	46.3	12.0	50.0	12.9	53.8
E. The Living Environment	**24**	**50**	14.5	60.4	15.4	64.2	16.3	67.9

The MEA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard D. The Physical Setting
- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

Content Standard E. The Living Environment
- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution

*Standards were set for the new grade 5 science assessment in May 2009 so no historical data are available.

SCIENCE RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 05
School: South School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	0	0	19	35	22	41	13	24	538	87	1	43	39	17	540	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										1						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	1										1						167	1	40	37	22	539
Caucasian/White	53	0	0	19	36	22	42	12	23	538	85	1	44	39	16	540	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	3	38	1	13	4	50	532	9	0	33	11	56	531	2309	2	29	39	29	536
No	46	0	0	16	35	21	46	9	20	538	78	1	44	42	13	541	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	54	0	0	19	35	22	41	13	24	538	87	1	43	39	17	540	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	34	0	0	10	29	13	38	11	32	535	42	0	26	43	31	535	5729	2	42	37	20	539
No	20	0	0	9	45	9	45	2	10	541	45	2	58	36	4	545	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	54	0	0	19	35	22	41	13	24	538	87	1	43	39	17	540	13987	4	51	31	13	543
Gender																						
Female	35	0	0	10	29	16	46	9	26	537	54	2	37	44	17	540	6886	4	49	33	14	542
Male	19	0	0	9	47	6	32	4	21	539	33	0	52	30	18	541	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	19	0	0	4	21	9	47	6	32	535	27	0	22	48	30	535	1917	1	31	41	28	536
No	35	0	0	15	43	13	37	7	20	539	60	2	52	35	12	542	12078	5	55	30	11	544
Gifted/talented program																						
Yes	1										1						450	25	72	2	1	557
No	53	0	0	18	34	22	42	13	25	537	86	1	42	40	17	540	13545	4	51	32	13	543

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

MEA
Maine Educational Assessment

SCIENCE RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 05
School: South School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										1	0	100	0	0	544	4	2	37	35	25	538
B. less than one hour	81	0	0	15	34	20	45	9	20	538	80	1	41	43	14	541	70	4	53	31	12	544
C. one to two hours	17	0	0	4	44	1	11	4	44	536	16	0	43	21	36	537	24	5	51	31	12	544
D. more than two hours	2	0	0	0	0	1	100	0	0	534	2	0	50	50	0	546	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	20	0	0	5	45	4	36	2	18	540	22	5	58	21	16	543	26	7	56	26	11	545
B. good	56	0	0	10	33	12	40	8	27	537	57	0	40	42	18	540	53	4	53	31	11	544
C. fair	20	0	0	3	27	5	45	3	27	535	16	0	21	57	21	535	18	2	41	39	17	540
D. poor	4	0	0	1	50	1	50	0	0	545	5	0	75	25	0	547	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	28	0	0	3	20	7	47	5	33	535	24	5	24	43	29	539	23	5	56	28	11	544
B. They match some of what I have learned.	39	0	0	9	43	8	38	4	19	539	45	0	51	38	10	542	48	5	52	31	12	544
C. They match just a little of what I have learned.	33	0	0	7	39	7	39	4	22	538	29	0	40	40	20	539	23	4	49	33	14	543
D. There is no match.	0										2	0	100	0	0	544	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	28	0	0	6	40	7	47	2	13	540	21	0	39	50	11	540	23	5	48	31	16	543
B. about the same as my regular schoolwork	58	0	0	10	32	15	48	6	19	537	61	0	42	42	15	540	58	4	52	32	12	543
C. easier than my regular schoolwork	13	0	0	3	43	0	0	4	57	536	18	7	53	13	27	543	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	34	0	0	5	28	7	39	6	33	536	21	0	28	39	33	536	33	5	51	31	14	543
B. a few times a week	34	0	0	9	50	6	33	3	17	540	29	0	48	40	12	540	45	4	52	32	11	544
C. once a week	2	0	0	1	100	0	0	0	0	556	6	0	40	40	20	541	8	4	50	30	16	542
D. a few times a month	30	0	0	4	25	8	50	4	25	536	44	3	47	37	13	542	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	56	0	0	12	40	15	50	3	10	540	41	0	42	47	11	541	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	9	0	0	1	20	2	40	2	40	536	16	0	36	43	21	538	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	30	0	0	4	25	5	31	7	44	533	25	0	41	27	32	537	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	6	0	0	2	67	0	0	1	33	541	17	7	53	33	7	545	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	56	0	0	12	40	12	40	6	20	539	44	0	34	47	18	539	47	4	51	32	12	543
B. a few times a month	13	0	0	3	43	0	0	4	57	536	24	0	67	14	19	544	27	5	54	30	11	544
C. once a month	9	0	0	1	20	3	60	1	20	536	16	7	36	43	14	542	10	5	49	30	15	543
D. never or almost never	22	0	0	3	25	7	58	2	17	536	16	0	36	50	14	538	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	65	0	0	11	31	16	46	8	23	537	49	0	33	48	19	539	46	4	52	32	12	543
B. a few times a month	7	0	0	3	75	0	0	1	25	542	23	0	60	25	15	542	28	5	53	30	12	544
C. once a month	15	0	0	4	50	2	25	2	25	541	17	7	47	33	13	544	11	4	47	34	15	542
D. never or almost never	13	0	0	1	14	4	57	2	29	532	10	0	33	44	22	536	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	0										67	0	100	0	0	547						
C.	100	0	0	0	0	1	100	0	0	536	33	0	0	100	0	536						
D.	0										0											

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N = Number